DOCUMENT RESUME

ED 169 499 CS 004 763

TITLE	Title I in Ohio, Fiscal 1978. Thirteenth Annual Evaluation, Title I, Elementary and Secondary Education Act.
INSTITUTION	Ohio State Dept. of Education, Columbus.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.
PUB DATE	78
NOTE	20p.; Not available in hard copy due to marginal legibility of original document
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	*Compensatory Education Programs; *Disadvantaged Youth; Elementary Education; Mathematics Instruction; Parent Participation; Preschool Education; *Reading Instruction; *Remedial Reading
IDENTIFIERS	*Elementary Secondary Education Act Title I; Ohio

ABSTRACT

The thirteenth annual report of activities provided in Ohio through Title I of the Elementary and Secondary Education Act, this summary includes information on the following: basic statistics for fiscal 1978 (the 1977-1978 school year and the summer that followed); participation trends arranged according to instructional areas; grade ranges of student participants; instructional impact in reading, mathematics, and preschool education; expenditure and staffing patterns; inservice education of staff members; parent involvement through advisory councils and classroom visits; trends for the years 1974 through 1978; and samples of administrator, classroom teacher, parent, Title I teacher, and student comments. Charts and graphs illustrate significant aspects of the report, and photographs of children and teachers in Title I programs are included. (MAI)

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TITLE I IN OHIO
13th Annual Evaluation
Title I, Elementary and Secondary Education Act

Fiscal 1978

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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TITLE I IN OHIO

13th Annual Evaluation
Title I, Elementary and Secondary
Education Act

Fiscal 1978

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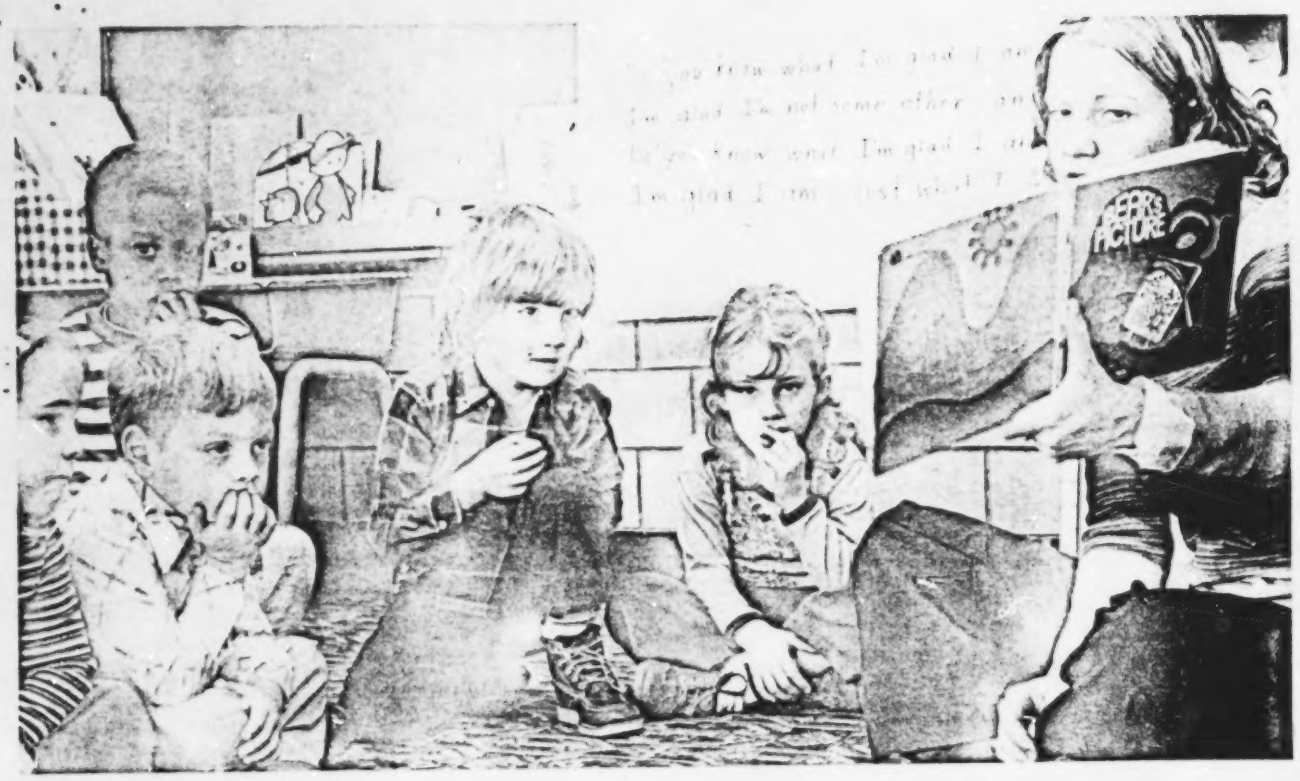
Ohio Department of Education

Franklin B. Walter
State Superintendent of Public Instruction

R.A. Horn
Executive Director, Compensatory & Habilitative
and Habilitative Education

James W. Miller
Director, Division of Federal Assistance
933 High Street
Worthington, Ohio 43085



Title I Helps Children

This 13th annual report provides a summary of recent activities provided in Ohio through Title I of the Elementary and Secondary Education Act. Information presented includes basic statistics for fiscal 1978 (the 1977-78 school year and the summer that followed), participation trends, instructional impact, expenditure and staffing patterns, parent involvement, and five-year trends.

Title I, the largest component of the Elementary and Secondary Education Act, authorizes a federally funded compensatory program for educationally disadvantaged children living in areas with high concentrations of low-income families. The legislation directs that priority educational needs of children in qualified attendance areas be identified and local programs designed to provide appropriate supplemental instruction.

Reading for younger children is usually identified as the most crucial area of need. Participants are students who score at or below the 33rd percentile on a standardized achievement test. First priority for instruction is given to children most in need of additional help.

The usual procedure is for groups of 4 or 5 students to leave their regular classroom for 30 to 50 minutes a day and meet with a Title I teacher in a separate room. Instruction is geared to a level where each child can be successful.

Two other areas in which an instructional boost is sometimes provided through Title I are mathematics and preschool education. Mathematics instruction is usually conducted in a small group setting similar to that for reading. In a few instances, the district determines the need for extended-day kindergarten or preschool education for children under six.

No matter what subject areas are given the highest priority for Title I instruction, the common denominator for all Ohio schools is helping children become successful learners.

Fiscal 1978 Basic Statistics

Statistics on district participation, scheduling patterns, student participation, and expenditures provide an overview of fiscal 1978 activities.

School District Participation

Districts in Ohio	616
Districts participating in Title I	599

Scheduling Patterns

Districts with regular term activities only	576
Districts with summer term activities only	3
Districts with both regular and summer term activities	20

Student Participation

Participants in regular term activities only	117,652
Participants in summer term activities only	4,280
Participants in both regular and summer term activities	4,284
Total students participating in Title I activities	126,216

Expenditures of Title I Funds

Regular term expenditures, fiscal 1978 funds	$51,660,967
Regular term expenditures, 1977 carryover funds	9,619,739
Summer term expenditures, fiscal 1978 funds	710,611
Total expenditures during fiscal 1978*	61,991,317

*An additional $2,467,507 was provided through the low rent housing section of Public Law 81-874, which provides funds for Title I-type activities.

Average Per Student Expenditures

Regular term participation only	$503
Summer term participation only	83
Both regular and summer term participation	586

Instructional Areas

School districts overwhelmingly assign top priority to reading instruction. In fiscal 1978, over 106,000 students were involved during the regular term and nearly 8,000 during the summer.

The second ranked area of instruction is mathematics. Nearly 11,000 students received mathematics instruction during the regular term and 5,700 during the summer term.

A third significant instructional area is preschool education. As noted below, over 5,000 youngsters were involved during the regular term.

Percentages of participants involved in each instructional area provide a perspective beyond that of numbers. For example, of the 121,936 regular term participants, 88 percent received reading instruction. During the summer term, 91 percent of the 8,564 participants were involved in reading. The difference in percentage of youngsters served is especially great in mathematics. Note that only 9 percent were involved in the regular term while 67 percent participated in the summer.

Instructional Areas	Regular Term		Summer Term	
	Participants in Area	Percent of All 121,936 Participants	Participants in Area	Percent of All 8,564 Participants
Reading	106,994	88%	7,791	91%
Mathematics	10,917	9	5,716	67
Preschool education	5,247	4	83	1
Other*	875	1	203	2

*Tutorial, special education, and vocational education

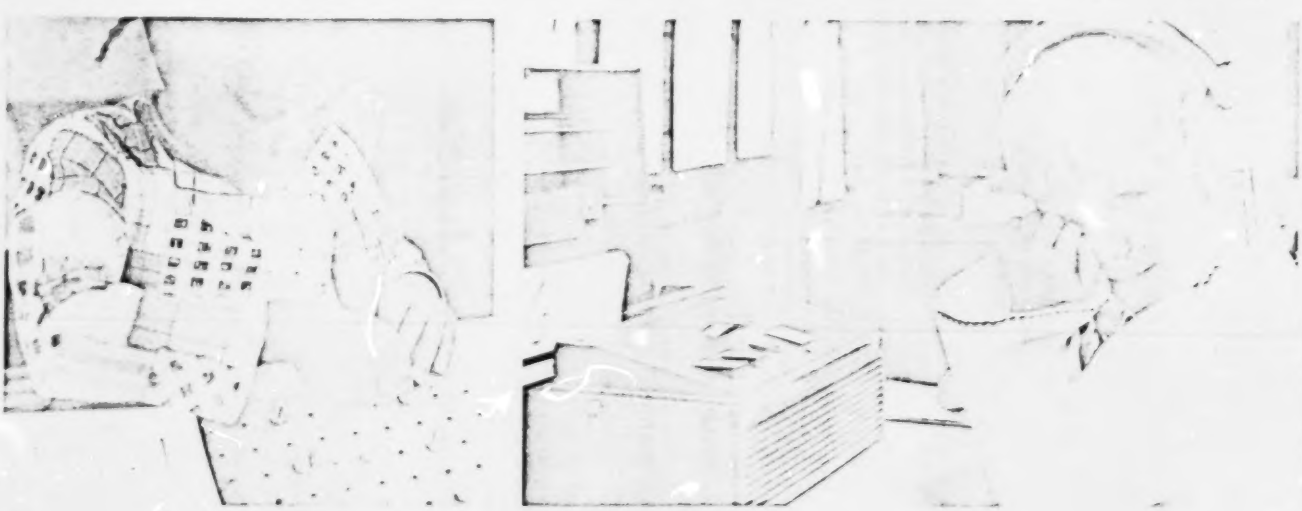
Student Participation

Nearly all Title I activities in Ohio are conducted during the regular term and most are directed toward serving children in grade one through grade four. The 596 school districts providing Title I instruction during the regular term served 121,936 students. The 23 districts having summer term instruction served 8,564 students. Of these students, 4,284 participated both terms.

The grade level with the most participants was grade two with 26,356 students. Grade one and grade three ranked second and third with 25,105 and 20,466 students respectively.

Very few school districts provide Title I services at the junior high or senior high school level. On a combined basis, 4,789 or only 4 percent of all participants in fiscal 1978 were in grade seven or above.

All Title I Students						
Grade Ranges	Regular Term		Summer Term		Either or Both Terms	
	Participants	Percent	Participants	Percent	Participants	Percent
Preschool	5,001	4%	30	1%	5,024	4%
Kindergarten	7,253	6	655	8	7,677	6
Grade 1	24,257	20	1,634	19	25,105	20
Grade 2	25,426	21	1,565	18	26,356	21
Grade 3	19,946	16	1,407	16	20,466	16
Grade 4	16,225	13	1,265	15	16,735	13
Grade 5	11,747	10	1,063	12	12,184	10
Grade 6	7,594	6	539	6	7,880	6
Grade 7	2,596		214		2,769	
Grade 8	583		44		617	
Grade 9	343	4	39	5	365	4
Grade 10	842		47		875	
Grade 11	91		40		121	
Grade 12	32		22		42	
Totals	**121,936**	**100%**	**8,564**	**100%**	**126,216**	**100%**



Nonpublic students who meet the selection criteria and who reside in qualified attendance areas are considered for Title I participation. In fiscal 1978, a total of 5,517 nonpublic students received Title I instruction during the regular term. During the summer term, the number was 693. Of these students, 323 participated both terms.

Nonpublic Students				
Grade Ranges	Regular Term		Summer Term	
	Participants	Percent	Participants	Percent
Kindergarten-Grade 3	2,917	53%	326	47%
Grades 4-6	1,938	35	288	42
Grades 7-12	662	12	79	11
Totals	**5,517**	**100%**	**693**	**100%**

Districts receive extra Title I dollars to help students in homes for neglected or delinquent children. In fiscal 1978, a total of 1,670 such students were involved during the regular term and 837 during the summer term.

Attention is called to the fact that 1,029 of all 4,789 regular term participants in grades seven through twelve were neglected or delinquent. During the summer term, 210 of 406 secondary participants were in this category.

Neglected and Delinquent Students				
Grade Ranges	Regular Term		Summer Term	
	Participants	Percent	Participants	Percent
Kindergarten-Grade 3	313	19%	361	43%
Grades 4-6	328	20	266	32
Grades 7-12	1,029	61	210	25
Totals	**1,670**	**100%**	**837**	**100%**

Impact of Reading Instruction

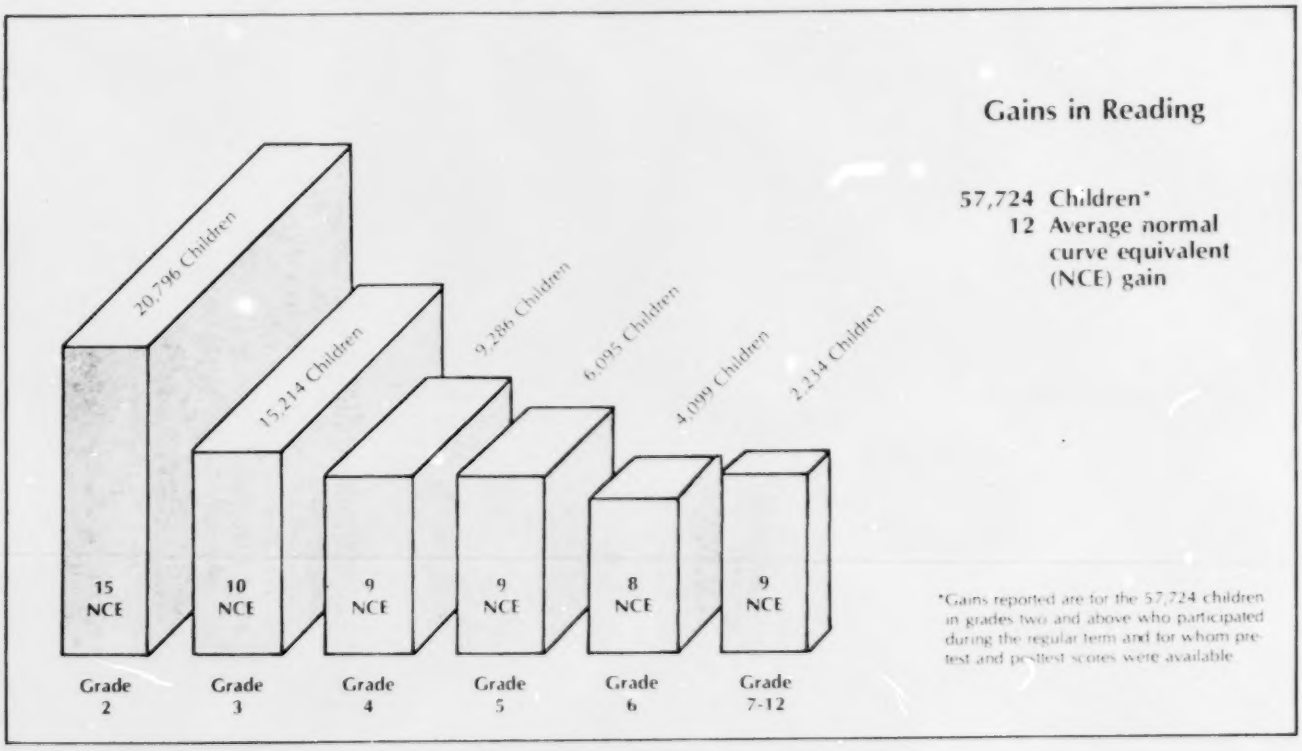
To evaluate the effectiveness and impact of Title I reading instruction, local schools use standardized tests to check students' skills when they begin instruction and again when instruction ends. Differences in test scores are reported in normal curve equivalent (NCE) units.

The NCE system of reporting, which was developed for the U.S. Office of Education by the RMC Research Corporation, is especially designed to measure academic gains which can be attributed to extra instruction provided by Title I. Fiscal 1978 was the second year for reporting results in NCEs.

To interpret the data, the reader should understand the following:

- This evaluation model is designed for students in grade two and above. Younger children are tested when instruction begins and ends, but NCE gains below grade two are not included in this report.
- All test scores are converted to NCEs. Gains for grades two through twelve have been composited to the state level. In the graph, the height of each bar represents NCE gains. The depth represents the number of children for whom NCE gains were reported.
- Scores are reported for only those students who take both the pretest and the posttest. The gains in reading are from 57,724 sets of scores, or 72 percent of all regular term participants in grades two through twelve. The other 28 percent were not tested twice, in many cases because they moved during the year or were absent when the posttest was administered.
- With only regular classroom instruction, the child would be expected to maintain a zero rate—that is, make no NCE gains relative to their position with other children in the class.
- *With extra Title I instruction, a gain of 7 NCEs is considered significant.* As the graph indicates, second graders in Ohio who received extra instruction in reading advanced at twice this rate. Gains for all grades were 8 or more.

These gains in reading, along with those in mathematics, are even more significant in light of Ohio's policy of limiting Title I participation to children who score at or below the 33rd percentile on a standardized test.

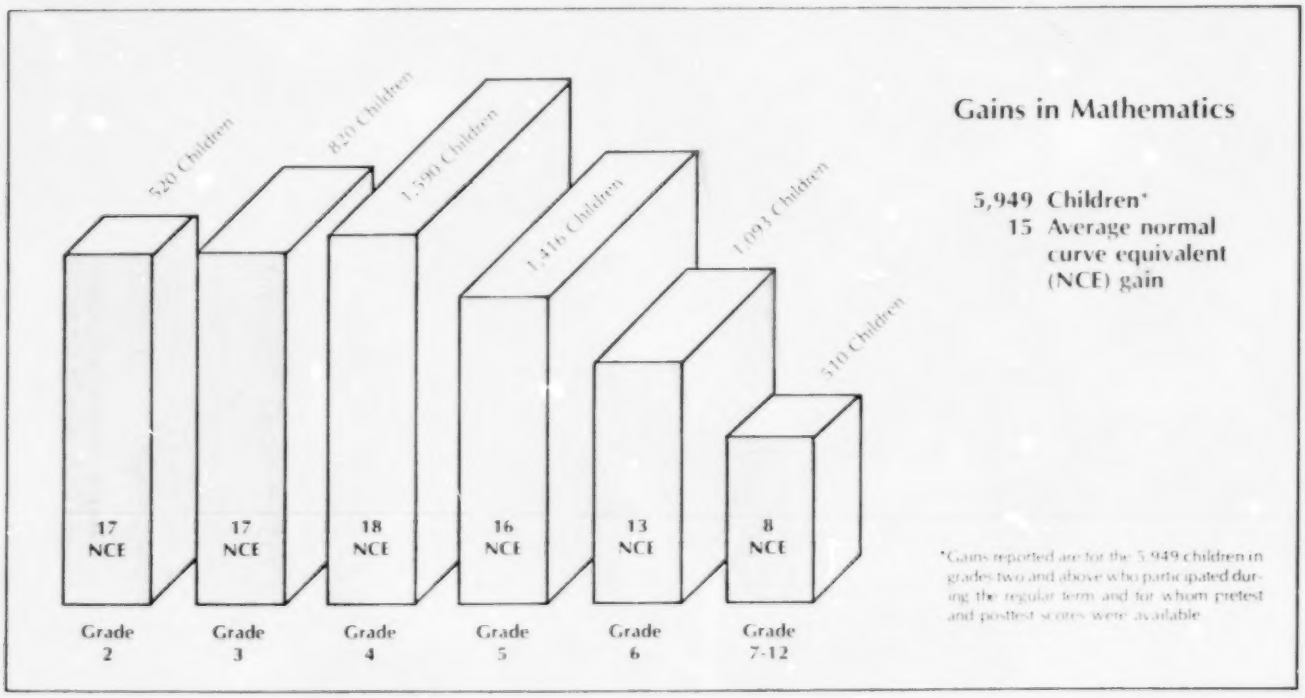


Impact of Mathematics Instruction

Results on standardized tests are also used to evaluate the effectiveness of Title I mathematics instruction. Data for 5,949 sets of test scores, or 61 percent of all regular term participants in the mathematics area, were reported and converted to NCE gains. The system for reporting is the same as that used for reading.

As gains in mathematics are studied, keep in mind that there were only 10,917 regular term participants in this area compared with 106,994 in reading.

Note that participants in grades two through five averaged gains above 16 NCEs or more than twice that considered significant by the U.S. Office of Education and the developers of the evaluation model. Gains for grade six students averaged 13, while those for secondary students dropped to 8.



Expenditure Patterns

People trying to understand the size and scope of Title I want to know when and how the money is spent.

In Ohio nearly all expenditures are made during the regular school year. Only one percent is used to provide instruction during the summer months.

The money is used for extra instruction, especially in the area of reading. When expenditures within the various instructional areas are viewed as percentages, the importance placed on regular term instruction and reading is obvious. Expenditures during the summer term are more diversified, but a percentage increase is especially noticeable for mathematics. One reason is that the same student often receives help in both reading and mathematics during the summer.

Instructional Areas	Regular Term		Summer Term		Fiscal Year	
	Expenditures	Percent	Expenditures	Percent	Expenditures	Percent
Reading	$50,077,780	82%	$412,064	58%	$50,489,844	82%
Mathematics	5,591,987	9	222,150	31	5,814,137	9
Preschool Education	4,398,048	7	51,055	7	4,449,103	7
Other*	1,212,891	2	25,342	4	1,238,233	2
Totals	**$61,280,706**	**100%**	**$710,611**	**100%**	**$61,991,317**	**100%**

*Tutorial, special education, and vocational education

Expenditures can also be categorized by their use for salaries, materials, supplies, equipment, and supportive services. As indicated below and on the following page, most of the money is used to employ teachers, aides, and tutors who work directly with children. In contrast, less than one percent is used for equipment.

Function Areas	Regular Term		Summer Term		Fiscal Year	
	Expenditures	Percent	Expenditures	Percent	Expenditures	Percent
Salaries and Fringe Benefits	$57,445,433	93%	$661,440	93%	$58,106,873	93%
Materials, Supplies, and Equipment	1,600,193	3	30,266	4	1,630,459	3
Supportive Services	2,235,080	4	18,905	3	2,253,985	4
Totals	**$61,280,706**	**100%**	**$710,611**	**100%**	**$61,991,317**	**100%**

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Staff Positions

Ninety-three percent of all Title I expenditures were for salaries and related costs. Who were these persons and what services did they provide students? An overview of staff positions for fiscal 1978 provides a general answer to this question.

A total of 3,597 teachers—either full-time or part-time—were employed during the regular term and 526 worked during the summer. Each regular term teacher meets with an average of 31 students per day, while a summer term teacher helps an average of 13.

Title I teachers are sometimes assisted by aides or tutors. In 1978, a total of 1,308 aides and tutors assisted Title I teachers during the regular term. In the summer, 80 served in similar staff positions.

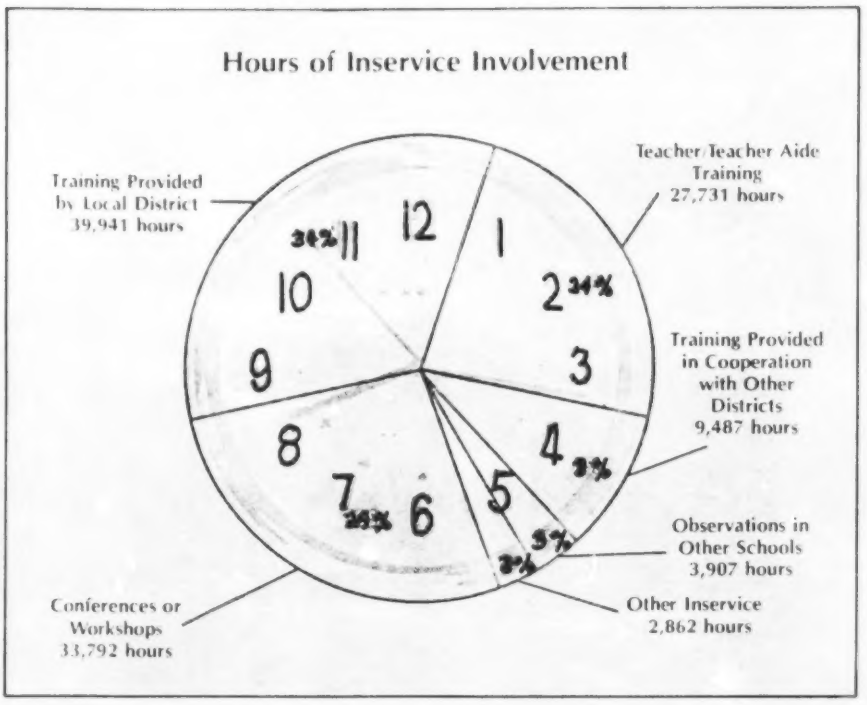
During the regular term 92 percent of the full-time equivalent positions were filled by teachers, aides, and tutors who worked directly with children. In the summer—when more supportive staff must be provided—68 percent of the positions were filled by teachers, aides, and tutors.

Staff Positions	Regular Term			Summer Term		
	Full-Time	Part-Time	Full-Time Equivalent	Full-Time	Part-Time	Full-Time Equivalent
Teachers	2,693	904	3,035	522	4	524
Teacher aides	962	198	1,061	40	2	41
Tutors	37	111	91	38		38
Coordinators	28	215	68	39	7	40
Supervisors	15	26	25	1		1
Directors	4	48	18	3	1	3
Psychologists	6	13	11	6		6
Social workers	12	3	13			
Counselors	3	11	4			
Speech therapists	5	2	6	3		3
Secretaries	63	190	101	59	3	59
Other supportive	78	244	102	171	20	174
Totals	**3,906**	**1,965**	**4,535**	**882**	**37**	**889**

Inservice Education

Inservice education is important for Title I staff members. In most instances, training is provided by the local district. In some counties and several multi-county areas, districts work together to provide more comprehensive inservice education.

In fiscal 1978, staff members spent a total of 117,720 hours in some form of inservice education. Note that 8 percent of these hours were spent in training provided in conjunction with other districts. This is up 2 percent from 1977 and the trend toward cooperation is expected to increase in the future.



Parent Advisory Councils

Current Title I regulations require each school district to have a districtwide Title I parent advisory council. If Title I instruction is provided in more than one building, separate building councils are usually required.

The size of the districtwide council ranges from about 10 to over 100. A majority of the council members must be parents of children currently participating in Title I. Other members include parents of children who participated in previous years, community agency representatives, and other interested persons.

Involvement of parents in an advisory role significantly increases the effectiveness of Title I. Council members review applications prior to annual submission to the state department of education, make recommendations for improving Title I activities as they relate to the needs of children, and continue to serve throughout the year in a variety of ways. Typical roles include working on committees, observing in classrooms, organizing activities for other parents, and working as volunteers within the school.

During fiscal 1978, a total of 2,067 districtwide council meetings were held in the 599 school districts receiving Title I funds. Membership totaled 9,055 persons. Another 5,795 meetings were held at the building level. Membership totaled 20,746. In addition to local meetings, parent advisory council members are encouraged to organize and attend countywide or multidistrict meetings.

Council Membership	District-Wide	Building-Level
Parents of public school participants	7,969	17,489
Parents of nonpublic participants	454	1,152
Parents of eligible but unserved children	163	1,356
Community representatives, other interested persons	469	749

Other Parent Involvement

Parent involvement in Title I extends far beyond advisory council membership.

Parents of all Title I participants are encouraged to meet with Title I teachers to discuss the progress and learning problems of their children. Classroom teachers are sometimes invited to participate in the same conference to provide a more coordinated approach to helping the child.

Parents (whether council members or not) frequently visit their own child's Title I class, help make instructional games for use at school or at home, attend meetings with guest speakers, and help out as volunteer tutors, storytellers and monitors.

Teachers also visit homes to encourage parent involvement and to gain a better understanding of the needs of individual children.

Type of Involvement	Parents
Individual conferences with Title I staff members	78,776
Classroom visits by parents	31,729
Group meetings (in addition to council meetings)	29,460
Home visits by Title I staff members	16,401
Title I planning (noncouncil members)	8,153

Fiscal 1978

Title I is working in Ohio! Evaluation data gathered annually in local school districts and compiled at the state level clearly lead to this conclusion. The following list provides supportive evidence and a summary of Title I operations during fiscal 1978.

- Of Ohio's 616 school districts, 97 percent conducted Title I instructional programs.
- Local school districts spent $61,991,317 to provide Title I instruction and supportive services for 126,216 educationally disadvantaged children.
- Most Title I activities occurred in the regular school term, during which 97 percent of the participants received instruction and 99 percent of all expenditures were made.
- Of the students receiving Title I instruction during the regular school term, 96 percent were in grade six or below. The greatest concentration of pupils, 70 percent, was in grade one through grade four.
- A total of 5,517 nonpublic school pupils received Title I instruction during the regular term and 693 received summer term instruction.
- Neglected or delinquent children receiving Title I instruction totaled 1,670 in the regular term and 837 in the summer.
- Due to the level of funding, only 37 percent of the students meeting the selection criteria were served.

Summary

- Highest priority for Title I services is given to reading. Eighty-eight percent of all regular term participants and 91 percent of all summer term participants received instruction in this area.
- Title I participants are making significant achievement gains. Students receiving extra instruction in reading gained an average of 12 NCEs (the normal curve equivalent unit of measure especially designed to measure Title I progress). Students receiving mathematics instruction gained an average of 15 NCEs. (A gain of 7 is considered significant.)
- Eighty-two percent of all expenditures for the year were directed toward reading instruction. Next in money expended were mathematics and preschool education, with 9 and 7 percent respectively.
- Ninety-three percent of all expenditures for the year were for staff salaries and related fringe benefits.
- School districts hired 3,035 teachers, on a full-time equivalent basis, to instruct Title I participants during the regular term. During the summer term, districts hired 524 teachers on a full-time equivalent basis.
- Title I teachers and supportive personnel spent 117,720 hours in inservice education sessions. For the average employee, this amounted to 20 hours.
- Parent advisory councils are an integral part of Title I. A total of 7,969 parents served on districtwide councils and 17,489 were on building-level councils.

Five-Year Trends

During the past five years, Ohio school districts received over 255 million dollars to provide Title I instruction. This was sufficient money to serve an average of 127,400 children each year, but not nearly enough to help thousands of other children eligible for Title I participation. In fiscal 1978, only 37 percent of all eligible children in kindergarten through grade 12 were served.

The state's grant award for 1978 was increased by six million dollars over that for 1977. However, primarily because of inflation and greater concentration of services, the number of children receiving services increased by less than one percent.

As explained elsewhere in this report, each local district assesses the instructional needs of all children eligible for Title I. Because of funding level, priorities are set and participants selected accordingly. Emphasis is placed on instruction for selected children rather than a little something for all children.

Significant academic gains have been made each year by thousands of children in Ohio who received extra instruction in reading and mathematics. However, direct comparisons for five years are impossible since gains for 1974-1976 were measured on a grade equivalency basis and gains for 1977 and 1978 were, as recommended by the U.S. Office of Education, measured in normal curve equivalents (NCEs).

Other five-year comparisons are included in *Educational Opportunities through Federal Assistance Programs*, a separate report prepared by the Division of Federal Assistance.

Eligible Children Served and Not Served

1974	122,629	252,576
1975	130,361	235,225
1976	132,938	336,055
1977	125,044	283,397
1978	126,216	341,519

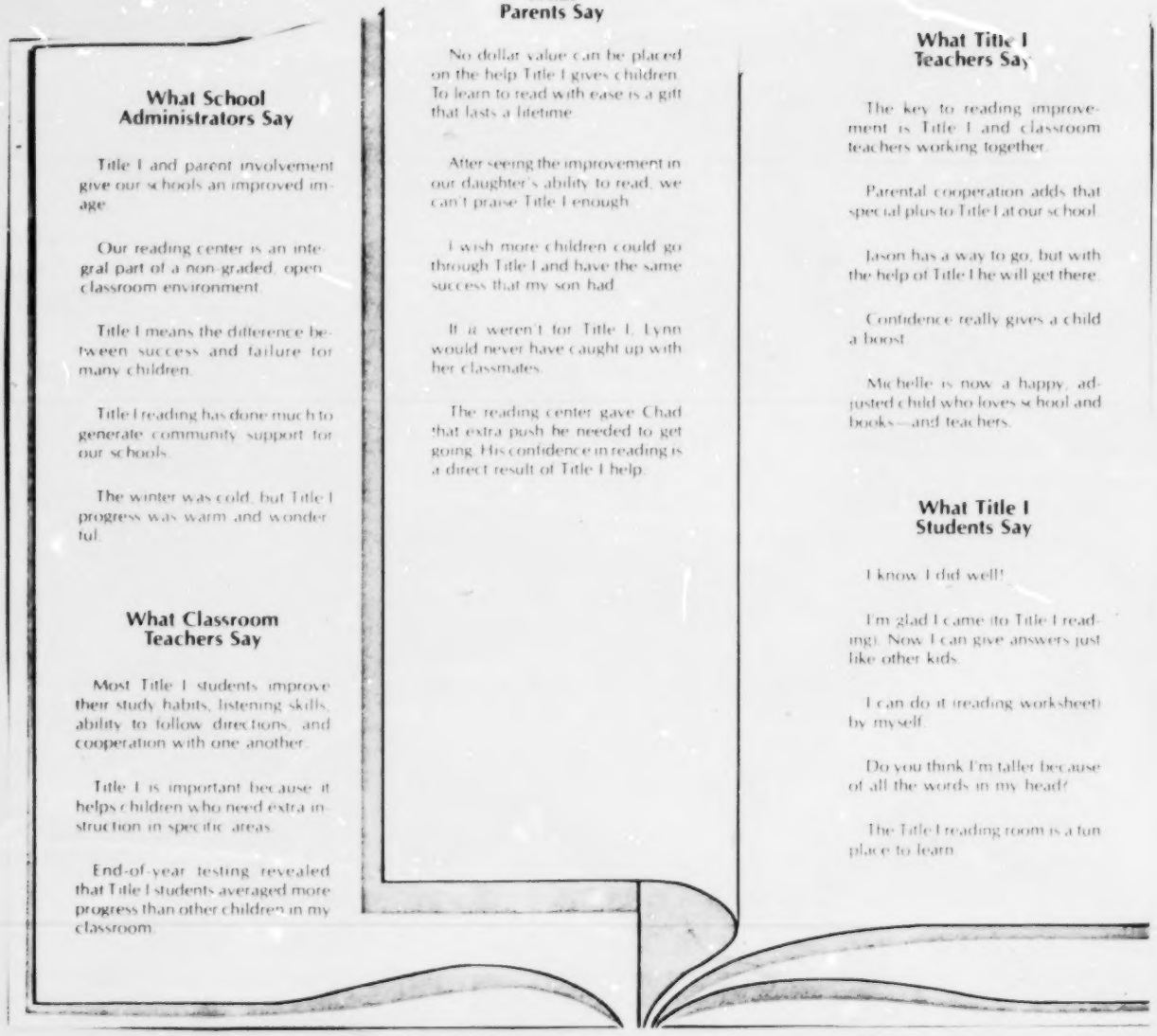
Children receiving Title I instruction

Children meeting the selection criteria who could not be served because of funding level

Ohio Title I Grant Awards*
(Millions of Dollars)

*Including Part C funds in 1974-1976

TITLE I Instruction: A Gift That Lasts a Lifetime



What School Administrators Say

Title I and parent involvement give our schools an improved image.

Our reading center is an integral part of a non-graded, open classroom environment.

Title I means the difference between success and failure for many children.

Title I reading has done much to generate community support for our schools.

The winter was cold, but Title I progress was warm and wonderful.

What Classroom Teachers Say

Most Title I students improve their study habits, listening skills, ability to follow directions, and cooperation with one another.

Title I is important because it helps children who need extra instruction in specific areas.

End-of-year testing revealed that Title I students averaged more progress than other children in my classroom.

What Parents Say

No dollar value can be placed on the help Title I gives children. To learn to read with ease is a gift that lasts a lifetime.

After seeing the improvement in our daughter's ability to read, we can't praise Title I enough.

I wish more children could go through Title I and have the same success that my son had.

If it weren't for Title I, Lynn would never have caught up with her classmates.

The reading center gave Chad that extra push he needed to get going. His confidence in reading is a direct result of Title I help.

What Title I Teachers Say

The key to reading improvement is Title I and classroom teachers working together.

Parental cooperation adds that special plus to Title I at our school.

Jason has a way to go, but with the help of Title I he will get there.

Confidence really gives a child a boost.

Michelle is now a happy, adjusted child who loves school and books—and teachers.

What Title I Students Say

I know I did well!

I'm glad I came (to Title I reading). Now I can give answers just like other kids.

I can do it (reading worksheet) by myself.

Do you think I'm taller because of all the words in my head?

The Title I reading room is a fun place to learn.

The activity which is the subject of this report was supported in whole or in part by the U.S. Office of Education, Department of Health, Education, and Welfare. However, opinions expressed herein do not necessarily reflect the position or policy of the U.S. Office of Education, and no official endorsement by the U.S. Office of Education should be inferred.